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IDENTIFIERS *Food Tabulators

ABSTRACT

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the food tabulator. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; six information sheets and nine assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) duties of a food tabulator, (2) desirable characteristics of a food tabulator, (3) grooming essentials, (4) terms and definitions, (5) operation of a ten-key adding-listing machine, and (6) sales tax. (YLB)

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CAFETERIA OCCUPATIONS

FOOD TABULATOR

DOT NO. 211.582-010

Coordinator's Guide

MATERIALS DEVELOPED AND DISTRIBUTED BY
Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

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FIRST EDITION

1979

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Progress Chart for

FOOD TABULATOR

D.O.T. #211.582-010

Name _____

School _____

Date
Completed

INFORMATION SHEET 1	DUTIES OF A FOOD TABULATOR	
ASSIGNMENT SHEET 1	WHAT THE FOOD TABULATOR DOES	
ASSIGNMENT SHEET 2	MACHINES USED AT TRAINING STATION	
Test	Part 1	
OBJECTIVE	Explain the duties of a Food Tabulator.	
INFORMATION SHEET 2	DESIRABLE CHARACTERISTICS OF A FOOD TABULATOR	
ASSIGNMENT SHEET 3	CHECKLIST FOR PERFORMING DUTIES	
Test	Part 2	
OBJECTIVE	List desirable characteristics of a Food Tabulator.	
INFORMATION SHEET 3	GROOMING ESSENTIALS	
ASSIGNMENT SHEET 4	WHAT WOULD YOU DO?	
Test	Part 3	
OBJECTIVE	Point out the importance of good grooming.	
INFORMATION SHEET 4	TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 5	PARTS OF A TEN-KEY ADDING-LISTING MACHINE	
ASSIGNMENT SHEET 6	USING TERMS AND DEFINITIONS	
Test	Part 4	
OBJECTIVE	Match terms and definitions related to the adding-listing machine.	

INFORMATION SHEET 5	OPERATION OF THE TEN-KEY ADDING-LISTING MACHINE	
ASSIGNMENT SHEET 7	IDENTIFYING HOME BASE	
ASSIGNMENT SHEET 8	OPERATING THE ADDING-LISTING MACHINE	
Test	Part 5	
OBJECTIVE	Explain the operation of the adding-listing machine.	
INFORMATION SHEET 6	SALES TAX	
ASSIGNMENT SHEET 9	ADDING SALES TAX	
Test	Part 6	
OBJECTIVE	Point out the procedure to use in applying the sales tax.	
This student has completed the indicated training under my supervision. _____ Instructor		

FOREWORD

This study guide is one of eight individualized units developed for students enrolled in Cooperative Part-time Training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available.

The coordinator's guide provides additional information and suggested activities that will assist in helping the student. Also included are suggested alternatives that the coordinator may use in dealing with various types of students, including the slow-learner, slow-reader, and any other typical disadvantaged student. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing the assignments, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The pen and paper assignments should be handed in to the coordinator, and the individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for the assignment sheets and tests; however, students should also be graded

on individual participation. Both tests and assignments should be graded and returned to the students to keep as reference in their notebooks.

A coordinator may have a student complete a related study guide in instances where a business requires the student to perform responsibilities of two or more job titles within Cafeteria Occupations. If a student easily accomplishes all the assignments and studies in one guide, the student might be required to study all available study guides for Food Service Occupations, thus preparing the student for occupational advancement or entrance into the free enterprise system.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities as well as the explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce copies of the information, assignment, or test sheets for other students in the class.

For information on other study guides available, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Food Service study guides. Many coordinators across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other Cooperative Part-time Training programs across the state.

Special thanks are extended to those instructors who field-tested the first study guides developed and provided periodic evaluations and comments to be used in revision and further development.

Appreciation also is given the numerous businesses that allowed our writers to collect information for these publications. The following is a partial listing of those cooperating with the project.

All Sports Inn	Mr. Quick
Charcoal Broiler	Picadilly Cafeteria
Dairy Queen	Pizza Inn
Ken's Pizza	Sonic Drive Inn
Long John Silver's	Wyatt's Cafeteria

Special thanks are extended to the Instructional Materials Centers at Texas Tech University in Lubbock and the University of Texas at Austin for their contributions.

FOOD TABULATOR, CAFETERIA

DOT NO. 211.582-010

Job Description

The Food Tabluator keeps record of all food items sold:

1. Observes items on customer's tray
2. Presses key corresponding to food items listed on tabulating or multicounting machine which registers each item
3. Calculates cash receipts by multiplying total of each item by selling price and adding results, using adding machine

Alternate Titles

Food checker, cafeteria
Multi-counter operator

Undefined Related Titles

Food Tabulator, Auto-
mated System

UNIT II-C

FOOD TABULATOR

UNIT OBJECTIVE

After completion of this unit, the student will be able to perform the duties of a food tabulator. This knowledge will be evidences through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Explain the duties of a Food Tabulator.
2. List desirable characteristics of a Food Tabulator.
3. Point out the importance of good grooming.
4. Match terms and definitions related to the adding-listing machine.
5. Explain the operation of the adding-listing machine.
6. Point out the procedure to use in applying the sales tax.

UNIT II-C

FOOD TABULATOR

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective sheet

- A. Discuss unit objective with students.
- B. Discuss each specific objective with students.
- C. Discuss the relationship of each objective to the training station.
- D. Have student complete the objectives in the most logical sequence for the training station.
- E. Add more objectives necessary for the training station.

II. Information Sheets and Assignment Sheets

A. Information Sheet #1--Duties of Food Tabulator

1. This information sheet may be used to give the student an overview of what is expected of a Food Tabulator.

2. Use the following Assignment Sheets to reinforce this area of information.

a. Assignment Sheet #1--What the Food Tabulator Does

- (1) Have student use this assignment to compare the duties performed on the job with those listed in the information sheet.
- (2) Have student role-play various activities performed on the job.

b. Assignment Sheet #2--Machines Used at Training Station

- (1) Have student visit other cafeterias and find different types of machines used.

- (2) Have students compare how the different machines are operated

B. Information Sheet #2--Desirable Characteristics of a Food Tabulator

1. Have student develop a list desirable characteristics of a Food Tabulator.
2. Have student complete Assignment Sheet #3--Checklist for Performing Duties, to reinforce importance of having the desirable characteristics on the job.

C. Information Sheet #3--Grooming Essentials

1. Have student compare own grooming habits with those listed.
2. Have student write a short paragraph explaining the importance of good grooming habits.
3. Have student complete Assignment Sheet #4--What Would You Do?, to reinforce importance of good grooming habits.

D. Information Sheet #4--Terms and Definitions

1. Have student complete Assignment Sheet #5--Parts of the Ten-key Adding-Listing Machine, to reinforce the use of the machine.
 - a. Have student develop number games of aid in use of adding machine.
 - b. Suggest the student practice finding home position on the kitchen table at home in a role-playing situation.
2. Have student develop word games to reinforce terms and definitions.
3. Have student use Assignment Sheet #6--Using Terms and Definitions, to reinforce this area of information.

E. Information Sheet #5--Operation of a Ten-key Adding-Listing Machine

1. Have student practice the procedure listed in this information sheet.

2. Suggest the student practice the use of the machine by adding the numbers in the phone book.
 3. Use Assignment Sheet #7--Identifying Home Base, to reinforce use of touch system.
 4. Use Assignment Sheet #8--Operating the Adding-Listing Machine, to reinforce the use of the touch system and develop accuracy.
- F. Information Sheet #6--Sales Tax
1. Have student find out the purpose of collecting sales tax in the town
 2. Have student find out the percentage of the sales that is collected at the training station.
 3. Use Assignment Sheet #9--Adding Sales Tax, to learn how to properly add tax to the bill.

III. Answers to Assignment Sheets

- A. Some of the Assignment Sheets will vary according to training and should be graded accordingly.
- B. Some Assignment Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

- A. The Unit Test is divided into six parts.
 1. Each part covers one information sheet.
 2. Each part uses various methods of testing.
- B. Various approaches may be used in testing.
 1. Give each part of the test after the student completes the information in one information area.
 2. Give the entire test upon completion of the study guide and assignments.
 3. Give one or several parts of the test as an additional assignment or use to reinforce problem areas of learning.

- C. Add test parts corresponding to any information areas or sheets added to the study guide.

V. Answers to Unit Test

- A. Answers are based on total information covered in unit.
- B. For convenience of grading, make corresponding answer sheet for test parts added.

IV. References

- A. Chesser, Jerold and Grimes, Vici. Food Service: Production and Service. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium, Inc., 1976.
- B. Fast Food Service. Washington D.C.: American Home Economics Association, n.d.
- C. Training Food Service Personnel for Hospital Industry. Washington D.C.: U.S. Department of Health, Education and Welfare, n.d.

UNIT II-C
FOOD TABULATOR

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

- A. Evaluated to satisfaction of instructor
- B. Evaluated to satisfaction of instructor

Assignment Sheet #2

- A, B, C, evaluated to satisfaction of instructor

Assignment Sheet #3

- Evaluated to satisfaction of instructor

Assignment Sheet #4

Desirable Characteristics to be underlined

- A. 1. anxious to get to work
- 2. used deodorant
- 3. wore clean undergarments
- 4. cleaned nails
- 5. removed nail polish
- 6. washed and dried hair
- 7. hair net
- 8. brushed teeth
- 9. cleaned shoes
- 10. little make-up

Undesirable Characteristics to be circled

- 1. did not take a bath
- 2. long fingernails
- 3. puka necklace

4. wedge heels
5. read and white checkered socks
- B. 1. deodorant does not cover up body odor
2. no jewelry except watch and wedding rings
3. comfortable shoes
4. proper hoseiry
- C. The employee should have been give instructions on how to dress.

Assignment Sheet #5

- | | |
|-----------------|-----------------|
| 1. bank of keys | 5. subtract key |
| 2. total key | 6. clear key |
| 3. reteat key | 7. non-add key |
| 4. multiply key | 8. subtotal key |

Assignment Sheet #6

- A. 1. Opening activities--those responsibilties performed before opening your shift
2. Closing activities--responsibilities performed before leaving your shift
3. Shift--the hours you work
4. Menu board--the display placed on the wall behind the serving counter listing food-items and prices
5. Standard--a metal rack that stands on the counter to display names and prices of the food items
6. Daily sales total--the amount of money taken in for the food that is sold during each shift

- | | |
|--------------------|-----------------|
| B. <u> A </u> 1. | <u> C </u> 3. |
| <u> A </u> 2. | <u> C </u> 4. |
| | <u> A-C </u> 5. |

Assignment Sheet #7

- A. index
- B. middle
- C. ring
- D. thumb
- E. little
- F. little
- G. little
- H. index or little

Assignment Sheet #8

- A. 1. 529.00
- 2. 193.66
- 3. 11, 151.64
- B. 1. 19.54
- 2. 6,425.32
- 3. 76,925.22
- C. 1. 34.11 S
260.20 T
- 2. 162.29 S
186.38 T
- 3. 204.82 S
352.24 T

Assignment Sheet #9

- | | |
|----------------|-------------|
| A. 1. \$2.29 | C. 1. \$.08 |
| 2. \$.16 | 2. \$.03 |
| 3. \$2.45 | 3. .27 |
| B. \$4.23 sub. | 4. .40 |
| .21 tax | 5. .08 |
| \$4.44 Total | |

UNIT II-C
FOOD TABULATOR
ANSWERS TO UNIT TESTS

Part 1

1. a. S
b. M
c. S
d. M
e. S
f. M
g. M
2. A slice of bread on top of butter
A small dish of jelly behind a bowl
empty fruit juice glass
3. (a) Each item is listed separately and totaled
(b) Total charge is recorded after checker has
mentally added the prices.
4. a. tape
b. portion counter
c. special
d. date
e. supervisor
f. menu
g. recheck
h. apologize

Part 2

- | | |
|---------|-------------------|
| 1. a. ✓ | 2. a. appreciated |
| b. | b. observant |
| c. | c. familiar |
| d. ✓ | d. courtesy |
| e. ✓ | e. customers |

Part 3

1. a. daily
b. should not be used
c. fatigue
d. cleanliness
e. simple
2. a. true
b. false
c. false
d. false
e. true
3. a. undergarments
b. natural
c. soak
d. shoulders
e. clean

Part 4

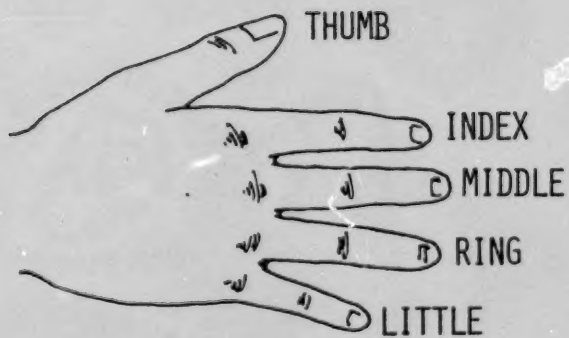
- | | |
|---------|-------|
| 1. a. 4 | j. 15 |
| b. 6 | k. 7 |
| c. 3 | l. 12 |
| d. 2 | m. 17 |
| e. 1 | n. 9 |
| f. 5 | o. 8 |
| g. 14 | p. 10 |
| h. 13 | q. 11 |
| i. 16 | r. 9 |
| | s. 18 |

2. a.
b.
c. ✓
d. ✓

Part 5

1. a. 4
b. 5
c. 6

2.



3. The touch method of using the ten-key adding machine is the process of striking the correct keys without looking at the numbers.

4. a. 2

b. 6 or 4

c. 8

d. 1

e. 7

f. 3

g. 4 or 6

h. 5

5. a. 2

b. 7

c. 1

d. 6

e. 5

f. 4

g. 3

Part 6

1. a
b
c
d
e
f
g
h
i
j

2. a. Total the customer's bill
b. Find the amount of bill on chart
c. The amount of tax is listed on the right-hand side.

3. a. per cent
b. chart
c. total

UNIT II-C
FOOD TABULATOR

INFORMATION SHEET #1--DUTIES OF FOOD TABULATOR

I. Main Duties of food tabulator

- A. Preparing the checking machine for service
- B. Checking the customers' trays
- C. Closing activities after meal period is ended

II. Side work of food tabulator

- A. Setting-up menu boards before the meal period
- B. Dismantling the menu boards after the meal period and putting away the letters or filing the menu strips



- C. Keeping an alphabetical file of individual name and price cards.

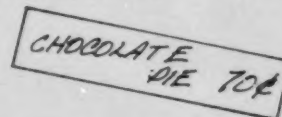
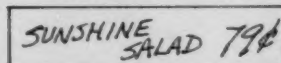
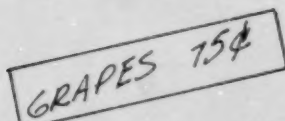
(NOTE: Keep the price cards clean and up-to-date by replacing them with new cards when necessary.)



- D. Before each meal, placing individual cards on a standard near the food indicated, in a position where it can be read easily by the customer.

- E. Collecting individual food cards and standards after each meal and putting them away in the proper place.

- F. When menu-boards are used, preparing signs for new foods and replacing soiled or damaged ones.



III. Preparing the checking machine for service

- A. The type of machine used is determined by management
- B. The preparation of the machines is usually similar

1. Unlock the machine.



2. Read the daily sales total and check the reading with the recorded amount.

3. Check the quantity of detail-audit tape and insert a new roll if necessary.



(NOTE: Keep an extra roll of tape on hand in case it is needed before the end of the meal.)

4. Set the date line correctly.
5. Clear the customer counter and set it at zero.
6. If machine is not running smoothly, tell the manager at once.
7. Dust the machine and remove finger prints.



IV. Getting information about food and prices.

- A. Allow time before the meal service begins to study the menu and know what foods are offered.
- B. Check the price of each food and note any change from regular prices.
- C. Prepared foods should be inspected by the checker to acquaint self with their appearance.



- D. New dishes and combinations of foods provided on "specials" should be learned so you will recognize them.
- E. The food tabulator should ask for instructions about pricing of substitutions or special plates or meal combinations.
- F. Typed reference lists of food and prices should be provided for food tabulator and the food tabulator should keep the list up-to-date.

V. Operating the adding machine

- A. Position and posture
 1. Sit erect, with machine placed slightly to the right of the body.
 2. Use right hand to operate machine.

3. Use left hand to handle papers.

- B. To issue a regular sales check bearing the total charge, press the numeral keys, plus a letter key or the operating bar.

0.47 +
0.47 +
0.55 +
1.80 +
0.13 +
3.42 M
0.17 T
... 3.59 *M

- C. To issue an individually itemized sales check, press down the proper numeral keys for each article of food and then total the charge.

- D. If a wrong numeral key has been pressed, release it by pulling down the release lever.

- E. To issue a void check, press the key marked "void" before the amount of the charge.

NOTE: Save all void checks as the total of these "voids" must be deducted from the sales reading in order to determine the correct amount of sales.

- F. Clearing machine--Press the total key two times and a "T" or "*" will appear on the tape.

VI. Watching for food out of view of the checker



- A. A slice of bread on top of butter pat.
 B. A small dish of jelly behind a bowl.
 C. Fruit juice drunk from glass before it gets to checker
 D. If food tabulator is uncertain about food items on a tray, the customer should be questioned in a courteous tone.

Example: Sir, was that juice in that glass?

VII. Types of sales Tickets

1.35 +
.91 +
.74 +
3.00 M
0.15 T
... 3.15 *M

- A. Itemized sales tickets

(NOTE: Each item is listed separately and totaled)

- B. Single charge tickets

3.00 M
0.15 T
... 3.15 *M

(NOTE: Total charge is recorded after the checker has added the prices mentally.)

VIII. Rechecking the trays

- A. If customer questions total amount, the food tabulator should recheck the tray, naming each article and giving its price.
- B. If error was made, the food tabulator should apologize and issue corrected sales check.
- C. Regulations in most cafeterias state that charges must be challenged before the customer leaves the desk or before any food has been removed from the tray.

IX. Using a portion counter

- A. The number of portions of food sold may be counted on a small machine called a multi-counter or a portion counter
- B. A multi-counter has several rows of keys.
- C. Each key may be used to indicate a special food.
- D. Each key is labeled with the name of one food item.
- E. Each time one of these foods appears on a customer's tray, the operator presses the proper key.
- F. At the close of the meal period, the number of portions of the food served is recorded.
- G. Portion counts of this sort are used by the management
 - 1. To check actual yield of food servings against planned yield
 - 2. To control the size of servings at the counter
 - 3. To determine the amount of food prepared in the kitchens

X. Closing Activities

- A. Take reading of the sales total and record it on report sheet.

(NOTE: Correct the readings by subtracting the total of void checks.)

- B. Take the readings from the customer counter and the void counter and record them.

(NOTE: Correct the customer count by subtracting the number of rechecks and voids.)

- C. Clear the customer counter and void counter by turning them to zero.

- D. Calculate the average check by dividing the net receipts by the customer count.

- E. Take off the detail audit-strip, attach all void checks, and strip to food tabulator's report.

(NOTE: Turn report over to supervisor)

- F. Lock the checking machine and return the keys to the proper authority.

- G. Report to supervisor any mechanical difficulty with checking machine.

UNIT II-C
FOOD TABULATOR

ASSIGNMENT SHEET #1--WHAT THE FOOD TABULATOR DOES

- A. Make a list of your regular duties at your training station.
- B. Make a list of the side work duties you perform at your training station.

UNIT II-C

FOOD TABULATOR

ASSIGNMENT SHEET #2--MACHINES USED AT TRAINING STATION

- A. What kind of machines do you use at your training station?
- B. Describe in detail how you prepare the machines for opening activities.

C. Describe in detail how you close out the day's activities.

UNIT II-C
FOOD TABULATOR

INFORMATION SHEET #2
DESIRABLE CHARACTERISTICS OF A FOOD TABULATOR

I. Qualities Needed

A. Ability to make rapid and accurate mental calculation

1. Must be able to use adding machine and listen at the same time

2. Must be confident but patient when questioned about a check

B. Courtesy is essential when a check is questioned

1. Admit mistake

2. Issue corrected check and apologize for the error

C. Must be observant

1. Must watch for items missing from special or combination plates

2. Look for hidden articles on a tray

(NOTE: Butter, cheese, or pickles may be placed under bread, plate, or other places.)



II. Good checker is appreciated by management

A. Will be retained in position as long as possible if:

1. Learns to recognize regular customers

2. Creates good relations with customer

3. Serves as a kind of host

B. Makes additional suggestions

1. May suggest butter, cream, or crackers

2. Notices lack of flatware or napkins and holds tray while customer gets forgotten item.

3. Thoughtful service makes customers want to return

UNIT II-C
FOOD TABULATOR

ASSIGNMENT SHEET #3--CHECK LIST FOR PERFORMING DUTIES

Place a check (✓) in the column that best describes your performance as a food tabulator

	Never	Sometimes	Always
1. Gets to work on time			
2. Uses time properly			
3. Uses adding machine accurately			
4. Is poised when questioned about check			
5. Can admit and correct mistakes			
6. Spots hidden food items on a tray			
7. Notices forgotten items (flatware)			
8. Works well with others			
9. Meets people well			
10. Knows food prices			
11. Works without supervision			
12. Is neat with self and work			
13. Helps customers			

UNIT II-C
FOOD TABULATOR

INFORMATION SHEET #3--GROOMING ESSENTIALS

I. Body Cleanliness

- A. Warm, cleansing bath daily
- B. Use body deodorant daily
- C. Change underwear daily
- D. Avoid "smelly" soap and perfumes



II. Posture

- A. Proper posture makes a person look better
- B. Proper posture helps keep a person from getting tired
- C. Stand with toes pointed straight and with weight on balls of feet
- D. Hold shoulders erect, with chest up and stomach flat.
- E. Sit up straight on the stool, and avoid slumping



III. Skin

- A. Texture, condition, and color of skin show good physical health
- B. Proper food, plenty of rest, and exercise aid in producing good complexion
- C. Cleaning the skin is important in keeping skin attractive
- D. Cosmetics should be used lightly when applied

IV. Hair

- A. Should be clean and glossy
- B. Frequent shampooing and daily brushing keeps hair shining, odorless, and free from dandruff and scales
- C. Should have simple and easy-to-care for hair style
- D. Keep hair tied back from the face because loose hair might fall into food.

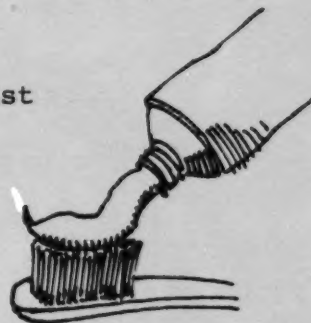
V. Hands and nails



- A. Should be washed often with warm water and a nail brush
- B. Fingernails should be filed to a medium length in an oval shape
- C. Natural color nail polish is best

VI. Teeth

- A. Teeth should be brushed at least twice a day
- B. Teeth should be examined by a dentist at least once a year
- C. A nice smile and clean breath show proper dental care



VII. Feet



- A. Care of feet is essential for working comfort
- B. Soak feet at night to relieve tiredness
- C. Shoes and socks or hose of the correct size are necessary to prevent corns and bunions
- D. Shoes should have toe room to take care of feet while walking
- E. Heels of shoes should be of comfortable height and provide good support for the ankles

- F. Heels should be fitted with rubber or composition tips and be kept in proper repair.
- G. Shoes should be cleaned and shined daily
- H. Changing shoes during the day will help tired feet

VII. Uniform

- A. Uniforms should fit and be kept in good condition
- B. The skirt or blouse length should be becoming to the individual
- C. All buttons should match and be sewed on securely
- D. All workers should be provided with three uniforms--one to wear; one clean, in case of accident; and one in the laundry.
- E. Well-fitting undergarments should be worn.

VIII. Hosiery

- A. Should be of neutral color, not "flashy"
- B. The color should go with the uniform
- C. Hose should fit well and look neat
- D. Hose should be washed at the end of each day

IX. Jewelry

- A. Watches and wedding rings may be worn
- B. Bracelets, necklaces, brooches, etc. should not be worn

UNIT II-C

FOOD TABULATOR

ASSIGNMENT SHEET #4--WHAT WOULD YOU DO?

- A. Below is a page from the diary of a food tabulator in a cafeteria. Read the information, then underline the desirable characteristics and draw a circle around the undesirable characteristics.

Today was my first day as a food tabulator in the newest cafeteria in town. I was so anxious to get to work this morning. I didn't take a bath (I had one yesterday.), but sprayed real good with deodorant and jumped into my clean underwear! I cleaned my long nails and removed all of my nail polish because I knew that bright nail polish wasn't appropriate. I only wore my watch and new puka necklace to dress up my plain uniform.

Since I had plenty of time, I washed and dried my hair and fitted my hair net over my hair. I brushed my teeth and cleaned the wedge heels of my new shoes. To keep my feet warm, I wore my red and white checkered socks. Quickly, I put on a little powder and lipstick and left for work.

So many things went wrong today! I don't know why! I wish I knew why. I'm not allowed to be food tabulator any more. Oh, well, I have to get to bed early tonight anyway. The boss wishes to have a conference with me in the morning. I wonder why?

- B. What comments do you think the boss will have to make?
- C. What instructions should have been given to the food tabulator before the first day?

UNIT II-C
FOOD TABULATOR

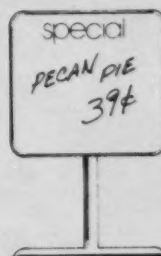
INFORMATION SHEET #4--TERMS AND DEFINITIONS

I. General Terms and Definitions

- A. Opening activities--those responsibilities performed before opening your shift
- B. Closing activities--responsibilities performed before leaving your shift
- C. Shift--the hours you work
- D. Menu Boards--the display placed on the wall behind the serving counter listing food-items and prices

SALADS	MEAT	VEGETABLES	DESSERTS
COMB. 1.25	ROAST 1.79	POTATRES 39	PIE 40
SHRIMP 1.75	CHICKEN 1.59	BEANS 39	CAKE 79
SUNSHINE .40	STEAK 1.89	BROCCOLI 49	JELLO 79
WALDORF .50	FISH 1.49	CABBAGE 39	PUDDING 49
FRUIT 1.25		EGG PLANT 40	
JELLO .40			
MELON BALLS 1.25			

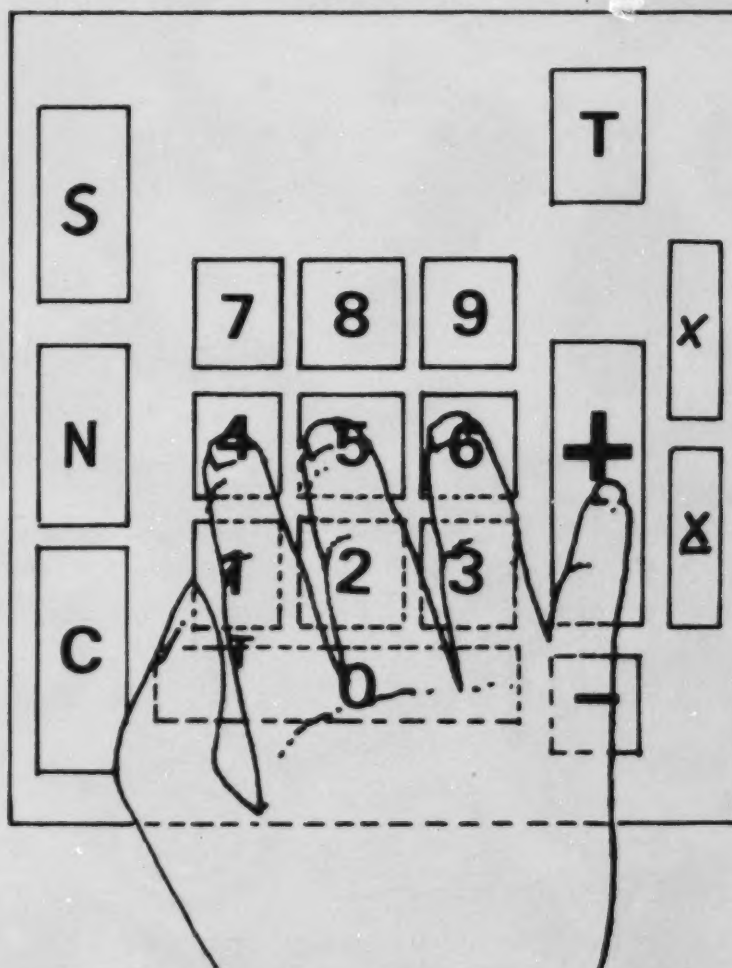
- E. Standard--a metal rack that stands on the counter to display names and prices of the food items



- F. Portion-counter--a machine used to keep a record of the number of servings of each food item that are sold each day
- G. Daily sales total--the amount of money taken in for the food that is sold during each shift

II. Terms and Definitions Related to the Ten-Key Adding-Listing Machine

- A. Ten-key machine--machine which contains number entry key for each of the digits 1-9 plus the 0, along with common operation keys
- B. Listing--each number is printed on a paper tape
- C. Indexing a number--term used when placing a number on the keyboard
- D. Home position--the starting position from which the fingers move to strike all of the keys



- E. Touch system--learning to use the keys by touch rather than sight
- F. Bank of keys--the name given to the keys on the keyboard

- G. Depress--to strike the keys on the key board

III. Adding Machine Keys and Description

- A. Add key--identified by (+) symbol and used to index the numbers to be added
- B. Subtract key--identified by (-) symbol and used to index numbers to be subtracted
- C. Repeat key--identified by "X" symbol and used to set up machine to do multiplication
- D. Subtotal key--identified by "S" symbol and used to provide a partial total if needed
- E. Non-add key--identified by "N" or "#" symbol and used to identify an amount on the tape which does not become a part of the calculation
- F. Clear key--identified by "C" and clears an incorrect entry on the keyboard
- G. Total key--identified by the symbol "T" and recalls the sum from the machine and prints the total on paper tape

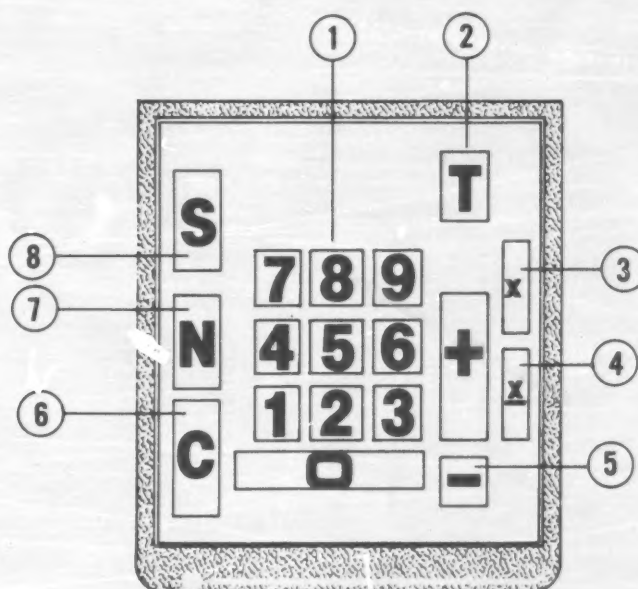
IV. Terms and Definitions Related to Kinds of Machines Used by a Food Tabulator

- A. Ten-key adding-listing machine
 - 1. Most often used machine in Food Tabulation
 - 2. Less expensive than the automatic and mechanical printing calculator
 - 3. Prints on a tape to show the numbers
- B. Ten-key mechanical printing calculator
 - 1. Used by some food tabulators
 - 2. Multiplies and divides quickly and automatically
 - 3. Prints on a tape to show the numbers

UNIT II-C
FOOD TABULATOR

ASSIGNMENT SHEET #5--PARTS OF THE TEN-KEY
ADDING-LISTING MACHINE

Directions: Identify the parts of the Ten-key adding machine by writing the name of the part that matches the number on the correct line.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

UNIT II-C
FOOD TABULATOR

ASSIGNMENT SHEET #6--USING TERMS AND DEFINITIONS

- A. Define the following terms related to duties of a food tabulator
1. Opening activities
 2. Closing activities
 3. Shift
 4. Menu board
 5. Standard
 6. Daily sales total
- B. Indicate whether the sentence below describes an adding-listing machine, a mechanical printing calculator, or both, by placing an A in front of the ones that describe adding-listing machine, a C in front of the ones that describe a printing calculator, or A-C in front of the ones that describe both.
- _____ 1. Most often used in food tabulation
 - _____ 2. Less expensive
 - _____ 3. Multiplies and divides quickly and automatically
 - _____ 4. Used by some food tabulators
 - _____ 5. Prints on a tape to help check math

UNIT II-C
FOOD TABULATOR

INFORMATION SHEET #5--OPERATION OF TEN-KEY
ADDING-LISTING MACHINE

I. Procedure

- A. Sit erect and relax
- B. Place both feet flat on the floor
- C. Put thumb on zero bar
- D. Put first, second and third fingers on the middle bank of keys--the keys 4, 5, and 6

(Note: This is the home-key position from which you reach out to all keys on the key board.)

- E. Move your fingers up to the top bank of keys--the keys 7, 8, and 9
- F. Bring your fingers back to the middle bank

(Note: Notice that the home keys, 4, 5, and 6 are deeper than those of the upper bank.)

- G. Reach down to the lower bank of keys--the keys for 1, 2, and 3
- H. Practice reaching up to 7 and down to 1 from the home key 4, with your first finger (index finger)

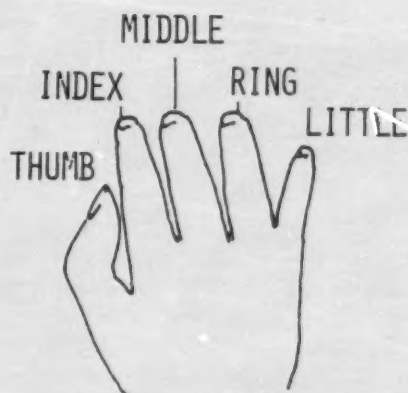
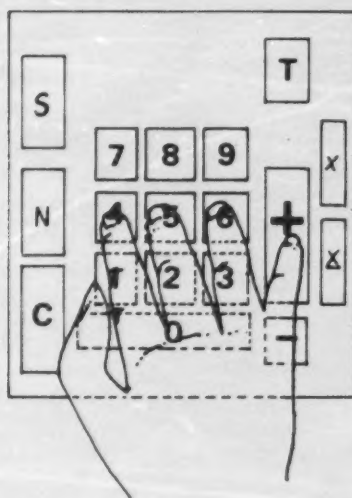
(Note: Your fingers should be curved slightly and you should guide your first finger to the center of the keys for 7, 4, and 1.)

- I. Practice reading up to 8 from the home key, 5, and down to 2 with your second finger (the middle finger)
- J. Practice the third finger (the ring finger), reaching from the home key, 6, up to 9 and down to 3

- K. Practice until you can reach for the figures 1 through 9 without looking at your fingers

(Note: This is called the touch system.)

- L. Practice depressing the zero bar or keys, using the thumb
- M. Strike the keys firmly in the center and release them quickly



II. Add on the Ten-Key Adding-Listing Machine

- A. Clear the machine

(Note: This may be done by depressing the TOTAL key twice.)

- B. Use the touch method
- C. Depress the correct key for the first number
- D. Depress the plus (+) bar
- E. Depress the key for the second number
- F. Depress the plus (+) bar
- G. Continue this until all of the number to be added have been entered into the machine
- H. Depress the total key

III. Subtract on the Ten-Key Adding-Listing Machine

- A. Clear the machine
- B. Use the touch method
- C. Depress the minuend (top number)
- D. Depress the plus (+) bar
- E. Enter the subtrahend (bottom number)
- F. Depress the subtraction (-) key
- G. Depress the total key

IV. Use the Sub-Total Key on the Adding-Listing Machine

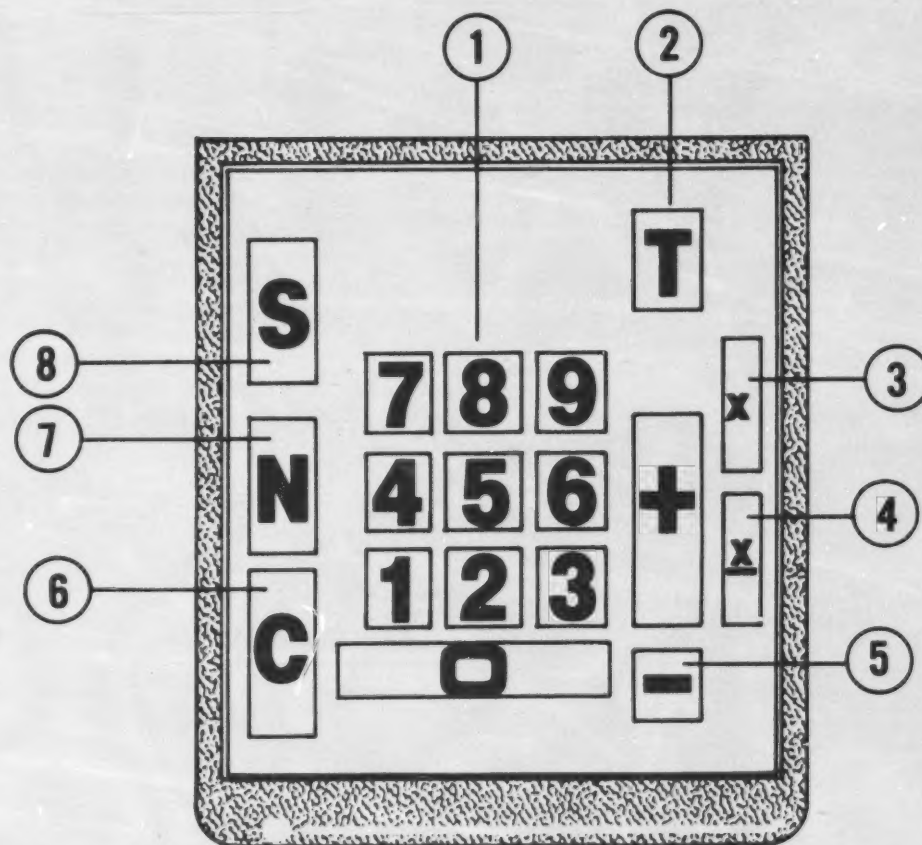
- A. Clear the machine
- B. Depress and print figures
- C. Depress the sub-total (S) key
- D. List remaining figures
(Note: Depress the add (+) key after each figure.)
- E. Depress the total key

UNIT II-C

FOOD TABULATOR

ASSIGNMENT SHEET #7--IDENTIFYING HOME BASE

Identify home base by answering the following questions.
Use the finger names: thumb, index, middle, ring, and
little fingers.



- A. Which finger is used to hit the 1-4-7 keys?
- B. Which finger is used to hit the 2-5-8 keys?
- C. Which finger is used to hit the 3-6-9 keys?
- D. Which finger is used to hit the 0 bar?

- E. Which finger is used to hit the +, -, X, X keys?
- F. Which finger is used to hit the Total (T) key?
- G. Which finger is used to hit the C total?
- H. Which finger is used to hit the N and S keys?

CAFETERIA

ASSIGNMENT SHEET # 8

OPERATING THE ADDING-LISTING MACHINE

DIRECTIONS: Practice the use of a calculating machine by following the directions given below and then solve the problems given.

1. Put thumb on zero bar
2. Put first, second and third fingers on the middle row of keys--the keys 4,5, and 6.

(Note: This is the home key position from which you reach out to all the keys on the keyboard.)

3. Move your fingers up to the top bank of keys--the keys for 7,8, and 9.
4. Bring your fingers back to the middle bank
5. Reach down to the lower bank of keys--the keys for 1, 2, and 3.
6. Practice reaching up to 7 and down to 1 from the home key, 4, with your index finger.

(Note: Your fingers should be curved slightly and you should guide your first finger to the center of the keys for 1, 4, and 1).

7. Practice reaching up to 8 from the home key 5, and down to 2 with your second finger (the middle finger).
8. Practice the third finger (the ring finger), reading from the home key 6, up to 9 and down to 3.
9. Practice until you can reach for the fingers 1 through 9 without looking at your fingers.
10. Practice depressing the zero bar or keys, using the thumb.
11. Strike the keys firmly in the center and release them quickly.

A. Add the following problems

$$\begin{array}{r} 1. \quad 123.00 \\ +406.00 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 32.11 \\ 66.22 \\ +95.33 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 6,789.00 \\ 3,762.13 \\ 37.44 \\ + 563.07 \\ \hline \end{array}$$

B. Subtract the following problems

$$\begin{array}{r} 1. \quad 38.86 \\ -17.32 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 6893.98 \\ -468.66 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 86,357.73 \\ -9,432.51 \\ \hline \end{array}$$

C. Use the subtotal key to find the answers

$$\begin{array}{r} 1. \quad 4.09 \\ 16.35 \\ 11.66 \\ 2.01 \\ \hline S \\ 14.27 \\ 5.30 \\ 27.74 \\ 174.63 \\ 4.15 \\ \hline T \end{array}$$

$$\begin{array}{r} 2. \quad 14.14 \\ 6.09 \\ 5.31 \\ 116.27 \\ 8.54 \\ 11.94 \\ \hline S \\ 15.48 \\ 8.61 \\ \hline T \end{array}$$

$$\begin{array}{r} 3. \quad 21.03 \\ 163.15 \\ 14.59 \\ 6.05 \\ \hline S \\ .56 \\ 40.53 \\ 106.53 \\ \hline T \end{array}$$

50

FOOD TABULATOR

ASSIGNMENT SHEET # 9--ADDING SALES TAX

- A. Mrs. Jones bought 1 piece of pecan pie @ 75¢, 1 combination salad at \$1.29, 1 cup of coffee @ 25¢. How much is her bill before tax? How much tax should she be charged? What is her total bill?

- B. Mr. Smith ate at a cafeteria in DeKalb. He had salad (58¢), roast and gravy (\$2.00), macaroni and cheese (53¢), beets (27¢), pie (60¢), coffee (25¢). Subtotal the bill, add the correct amount of sales tax, and total the bill.

- C. How much sales tax should be charged on the following amounts?

- | | | |
|----|--------|-------|
| 1. | \$1.68 | _____ |
| 2. | .59 | _____ |
| 3. | 5.49 | _____ |
| 4. | 8.02 | _____ |
| 5. | 1.50 | _____ |

UNIT II-C

FOOD TABULATOR

UNIT TEST--PART 1

1. Indicate which of the following are main duties or side duties by writing an M or an S on the blanks at the left.
 - ___ a. Collecting individual food cards and standards after each meal and putting them away in their proper places.
 - ___ b. Checking the customer trays.
 - ___ c. Setting up menu boards before the meal.
 - ___ d. Preparing the checking machine for service.
 - ___ e. Keeping an alphabetical file of individual name and price card.
 - ___ f. Checking the customers' trays
 - ___ g. Closing machine after meal.
2. List 3 items a good food tabulator will spot as "hidden food items" on a tray.
 - a.
 - b.
 - c.
3. Describe each of the following:
 - a. Itemized sales check
 - b. Single Change
4. Fill in the blanks in the sentences below by choosing one of the words in the list to complete the sentences.

tape	recheck
date	apologize
menu	portion counter
special	supervisor

- a. When preparing the machine for operating activities, get an extra roll of _____ so you will not lose time when checking customers.
- b. In some cafeterias, a _____ is used to keep a record of each food item sold.
- c. A food tabulator should learn all food items on _____ menu so a customer will not be overcharged.
- d. One of the main activities of the food tabulator is to set the _____ line on the checking machine correctly.
- e. When the checking machine is not running properly, report it to your _____.
- f. One of the side duties of the food tabulator is to be sure the prices on the _____ board are correct.
- g. When a customer complains about the charge on a meal, the food tabulator should _____ the tray, naming each food item and its price.
- h. If an error is made on a ticket, the food tabulator should _____ and issue a new ticket.

UNIT II-C

FOOD TABULATOR

UNIT TEST--PART 2

1. Indicate correct sentences by placing a check (✓) on the line to the left.

- _____ a. To be a good food tabulator, one must be able to use an adding machine and listen at the same time.
- _____ b. Food tabulators may lose their tempers when questioned about a check.
- _____ c. It is correct to let a good customer go by and not charge for butter already put in a roll.
- _____ d. A cafeteria management likes to keep a good food tabulator as long as possible.
- _____ e. Courtesy is essential for a food tabulator.

2. Place the following words in the correct blank.

Courtesy, observant, appreciated, customers, familiar.

- a. A good food tabulator is _____ by the management.
- b. A good food tabulator is _____.
- c. A good food tabulator becomes _____ with the customers.
- d. _____ is essential for a food tabulator.
- e. Thoughtful service is appreciated by the _____.

UNIT II-C

FOOD TABULATOR

UNIT TEST--PART 3

1. Indicate the correct answer by drawing a line under the word or group of words that completes the statement.
 - a. Take a warm cleansing bath (daily, every other day, weekly).
 - b. "Smelly" soaps and perfumes should (be used each day, should not be used, should be used once a week).
 - c. Proper posture reduces (work ability, fatigue, good applause).
 - d. (Cleanliness, cold cream, astringent) is most important for a pretty complexion.
 - e. Hair styles should be (bleached, teased high, simple).
2. Indicate the correct answers by writing TRUE or FALSE on the line in front of the sentence.
 - _____ a. An attractive smile and clean breath are the results of proper dental care.
 - _____ b. High wedge heels are proper shoes for work as a food tabulator.
 - _____ c. Shoes should be cleaned and shined monthly.
 - _____ d. The food tabulator needs only one uniform.
 - _____ e. Hose should be washed each day.
3. To complete the sentence use one of the following words in each blank. Undergarments, shoulders, clean, natural, soak.
 - a. Change _____ daily.
 - b. _____ color nail polish is most satisfying.
 - c. _____ feet at night to relieve tiredness.
 - d. Keep _____ erect for good posture.
 - e. Hair should be _____ and glossy.

UNIT II-C

FOOD TABULATOR

UNIT TEST--PART 4

1. Match the terms on the left with their correct definitions by placing the correct numbers in the spaces provided.

- | | |
|-----------------------------|--|
| _____ a. add key | 1. Clears an incorrect entry |
| _____ b. subtract key | 2. Used to provide partial total |
| _____ c. repeat key | 3. Used to set up machine for multiplication |
| _____ d. subtotal key | 4. Used to index numbers to be added |
| _____ e. clear key | 5. Recalls the sum from machine |
| _____ f. total key | 6. Used to index numbers to be subtracted |
| _____ g. opening activities | 7. The boards placed on the wall with menu on it |
| _____ h. shift | 8. Term used when placing a number on the key board |
| _____ i. closing activities | 9. To strike the keys on the keyboard. |
| _____ j. standard | 10. Using the adding machine without looking at the numbers. |
| _____ k. menu board | 11. The name given to the keys on the key board. |
| _____ l. portion counter | 12. Machine used to keep a record of numbers of servings of each food item that are served each day. |
| _____ m. daily sales total | 13. The hours you work. |
| _____ n. home position | 14. Activities prepared before opening your shift. |
| _____ o. indexing a number | 15. The metal rack that stands on the counter |
| _____ p. touch system | |
| _____ q. bank of keys | |
| _____ r. depress | |
| _____ s. listing | |

15. The metal rack that stands on the counter with food items and prices showing.
 16. Activities prepared when leaving shift.
 17. Amount of money taken in from sale of food on each shift.
 18. Each number is printed on a paper tape.
 19. The starting position from which the fingers move to strike all of the keys on the key board.
2. Place a check (✓) beside those statements that are true on leaving the operating system.
- _____ a. Machine is placed slightly to the left of the body.
 - _____ b. When clearing an adding machine, the total key is depressed only once.
 - _____ c. A ten-key adding listing-machine is most often used in food tabulations.
 - _____ d. A ten-key adding-listing machine prints on a tape so the math can be checked.

UNIT II-C

FOOD TABULATOR

UNIT TEST--PART 5

1. Which keys on a ten-key adding listing-machine are known as home keys?
 - a.
 - b.
 - c.
2. Label this hand using the following words.
middle finger, ring finger, thumb, index finger, little finger



3. Define the touch method of using the ten-key adding-listing machine.
4. Put the following steps in adding on a ten-key machine in order by numbering the statements 1-8.
 - _____ a. Use the touch method
 - _____ b. Depress the + bar
 - _____ c. Depress the total key
 - _____ d. Clear the machine
 - _____ e. Continue until all numbers to be added are entered.

- _____ e. Continue until all numbers to be added are entered.
- _____ f. Depress the keys for the 1st number.
- _____ g. Depress the $\pm$ bar
- _____ h. Depress the keys for second number.

5. Determine the order for subtracting on a ten-key machine by numbering the following steps 1-7.

- _____ a. Use the touch method
- _____ b. Depress the total key
- _____ c. Clear the machine
- _____ d. Depress the -- key
- _____ e. Enter the subtrahend
- _____ f. Depress the $+$ bar
- _____ g. Depress the minuend

UNIT II-C
FOOD TABULATOR

UNIT TEST--PART 6

1. Using the tax chart in Information Sheet #6, find the tax for the following amounts.

a. \$1.25	_____
b. 4.59	_____
c. 25.02	_____
d. 37.89	_____
e. 12.74	_____
f. 1.02	_____
g. .95	_____
h. 5.02	_____
i. 7.98	_____
j. 10.53	_____

2. List three steps used in finding the correct sales tax to charge.

a.

b.

c.

3. Fill in the blank with the correct word to complete the sentence. total, percent, chart

1. Sales tax is a certain _____ of the total bill.

2. A tax _____ is used to find the amount of tax.

3. Sales tax is added to the _____ bill.